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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.1. **Locate and label** whole numbers, **fractions** **and decimals** on **number lines**, scales, coordinate grids (all four quadrants) and measurement tools.\*  **CC.6.NS.6b** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.  **CC.6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  2.1.2. Compare and order **whole numbers**, fractions **and decimals** in context using number lines and scales.\*  **CC.6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.  **CC.6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 degrees C > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.  2.1.7. Use **ratios** and rates (involving different units) to compare quantities.  **CC.6.RP.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."  **CC.6.RP.2** Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.” (Expectations for unit rates in this grade are limited to non-complex fractions.)  2.2.10. **Estimate and find percentages** of a number in context using benchmarks and number patterns and ratios to 100. **(SOCIAL STUDIES CONNECTION)**  **CC.6.RP.3c** Find a percentage of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percentage.  2.2.12. **Add, subtract**, multiply and divide by fractions in context.\*  **CC.6.NS.3** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  2.1.6. Determine **equivalent fraction,** decimal, and percentage representations and choose among these forms to solve problems.  **Grade 4-CC4.NF.6**  4.3.7. Express probabilities as fractions, ratios, decimals and percentages.  **Grade 7-CC&.SP.5** |
| **CCSS but not GLE’s** |